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ABSTRACT

Male Illinois high school principals agree that Title IX has little effect on most nonacademic areas but a fairly substantial effect on the provision of sex equity in athletics, while female principals find Title IX more effective in all areas than do males. This information came from responses to a 13-item Likert-type questionnaire sent to 310 Illinois high school principals and answered by 201 men and 6 women. Eight items formed a scale of information on athletics and five items provided a scale for other nonacademic characteristics of the school program. Scores on both scales distributed normally. When grouped by sex, principals showed different attitudes toward the effects of Title IX, but grouping the principals by such demographic variables as age, training, experience, type of district, or size of setting disclosed no significant variations in responses. (Author/PGD)

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Title IX in Illinois: A Matter of Principal

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Title IX in Illinois

Perceptions by 211 high school principals of the effects of Title IX on practices at their schools are examined using a questionnaire with 13 Likert-type items derived from the Illinois Implementing Guideline for the sex Equity Factor. Responses factor into an eight item athletics scale (rel. = .8) and a five item non-academic scale (rel. = .9). Scores on both scales distribute normally. Except for sex, no matter how grouped on demographic variables of age, training, experience, type of district, or setting (rural, town, or urban) principals agree that Title IX has little effect on non-academic areas and much effect on athletics. The six women think Title IX more effective than men do.

Title IX in Illinois

It's good to get one's mind off sex and think of Education, except that Education seems to have got its mind on sex. Title IX of the Education Amendments Act of 1972 (Public Law 92-318) states:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Five years after this legislation became law, the Illinois Office of Education provided guidelines for implementing sex equity in education. Although physical education and athletics receive the greatest amount of publicity, the guidelines also seek equity in (1) counseling practices; (2) accessibility to courses; (3) honors and awards; (4) employment referrals; (5) privileges to participate in extra curricular activities; and (6) behavior or dress codes.

Our purpose is to compare responses of Illinois High School principals when asked questions derived from state guidelines for implementing Title IX . We speculate that questions about practices which are illegal or highly desirable distort responses. Principals are likely to show responses in the direction of state condoned practices. Survey research quite often performs the

useful job of confirming what one knows already. Principals wear many hats on one law abiding head. Nothing very novel can have been expected when principals were asked whether the law was being obeyed, but some interesting details have been disclosed. The one that caught our eye is that principals may be regarded as male. And the pollster must be aware of the threat that an apparently harmless question can acquire when it smacks of asking a man (a) whether he has stopped beating his wife or (b) When did you stop selecting only girls for work in the school office?

As to (a) it will be sufficient here to disclose that a questionnaire sent to a stratefied random sample of 310 Illinois high school principals resulted in responses from 211 (67%) seven (3%) of whom were women. When we come to consider (b) it is easy to see how well known is the rule that no true report goes unpunished. It looks as if it is true that men and women speak in a different voice. Margaret Hennig and Ann Jardin (1976) report that women and men differ in the way they view what a job or career is. In a sample of 3,000 women and 1,000 men managers, women report a job as something to be done daily, to be survived in order to make a living, while men report a job as a series of tasks which must be completed. Men see a career as a series of positions or jobs resulting in greater monetary rewards, prestige, power, and recognition, while women see a career as a job

which provides self-fulfillment. Women rarely see the final goal of a career in terms of power and recognition as men do. Carol Gilligan (1977) interpreting interview protocols in Kohlberg''s longitudinal study of moral development concludes that women and men also speak in a different voice about moral imperatives. Women see the violence generated by inequitable relationships while men see the limitations of an idea of "justice blind to the real inequities of human life". In the results section of this paper we report" whether men and women speak differently about the effects of Title IX.

What inferences can be made about female high school principals is not clear. It is known (Meskin, 1981) that female elementary school principals are basically unaffected by the Women's Movement in both their career development and their attitudes toward the family, feminity, and mothering. Joan Meskin interviewed a sample of forty-five Chicago female elementary school principals asking four questions:

1. What do you think of the Women's Movement?
2. When did you first become aware of it?
3. Do you think your attitude toward it has changed between then and now?
4. Has it influenced your life or your thinking in any way?

She concluded that female principals of elementary school disassociate themselves from the Movement and view it with slight disdain. Possibly she conjectures because they are proud of achieving what they have without the movement's help. Yet in the 1970's the Chicago Principals Association filed a grievance against the Chicago Board of Education complaining that hiring procedures under community control were inequitable and were responsible for continuing losses in numbers of female school administrators in Chicago. Meskin reports statements from both black and white female elementary school principals on community control.

White: You know, the same old thing, the black men are taken off the list first and then black women, and then the white men, and last the white women. (Community groups) are really looking for "good strong men".

Black: We want to see the principal. And I say, I'm the principal. We want to see the real principal. You know, I'm the only real one here.

We surmise that female high school principals are similar to female elementary school principals in feeling proud of their achievement and yet concerned about the scarcity of their numbers.

Method and Results

The Sample. The Guilford (1956) formula was used to calculate the sample size needed to offer confidence at a 95% level that an obtained sample result of 7 percent would reflect a sentiment that is not merely a chance-generated result from a population that is split exactly fifty-fifty. Since this size was 158 and a 50 percent response was expected, the sample size for this study had to be 316 or better. A stratified random sample of 318 Illinois public high schools was selected from 706 high schools with grades nine through twelve. The strata were five pupil size categories: (1) 0-500, (2) 501-1,000, (3) 1,001-1,500, (4) 1,501-2,000, and (5) 2,001 and over. The 318 principals of these schools were the sample.

Data Collection. Thirteen Likert-type items were derived from the guideline (b) Each school district should have an official policy that guarantees both sexes equal access to employment, to educational programs and activities, and to extra curricular programs. The questionnaire with a self-addressed envelope and a cover letter guaranteeing anonymity were mailed first class. Two weeks later another set of materials with a follow up letter was mailed to all principals in the survey who had not responded. Questionnaires were returned to the curriculum department of the university.

Results

Two-hundred-eleven (67%) of the questionnaires were returned. Scores on both athletic and non-academic scales distributed normally. Limited analysis was made by sex, as only seven respondents were female.

Table 1 contains the modal response to the survey questions. Principals see females playing varsity sports because of Title IX, but they don't see them getting equal recognition or financial support. And principals agree that Title IX has little effect on non-academic areas and much effect on athletic areas.

Insert Table 1 about here.

A second look at Smith's (1978) Title IX data teaches two quick lessons: High school principals, as previously stated, are males and they hang together. Except for sex no matter how you try to divide them --- age, experience, education, setting, or district -- they stick to the story that Title IX is three on a Likert scale. When divided by sex, females say the effect is moderate. Men say the effect is some. Table 2 is based on Likert scale scores.

Insert Table 2 about here.

The six women who responded to the questions teach a less quick lesson. Although these six women secondary school principals agree with their male counterparts that Title IX has little effect on non-academic areas and much effect on athletic areas. They disagree with males on particular items.

Insert Table 3 about here.

Conclusions

The findings, when combined with a plausible assumption, permit some modest inferences about the effect of Title IX: It is plausible that women and men see job, career, fulfillment, and inequity differently. So dipping in a quiet pool of brotherhood statistics for that three percent sisterhood of high school principals ripples the Title IX statistical surface. Women are more positive about the effects of Title IX. Men see inequities persisting. Both see the effect of

Title IX as directly related to the visibility of the activity. The more public the activity the more the effect of Title IX. Questions of implementing Title IX in non-academic areas are still relevant. Craig's (1977) checklist is still useful. Also relevant are reasons for the scarcity of women high school principals.

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Table 1: Principal's Perceptions of the Effect of Title IX

DIRECTIONS: Circle the appropriate response at the right of each statement which best expresses your perception of the effect of Title IX upon the treatment of students in physical education, athletics, and non-academic areas at you school, with regard to benefits, services rules of behavior and sanctions.

Great extent - 5 Moderate - 4

Some Extent - 3 Little Extent - 2

Not-Applicable - 1

Response -Modal[a]	No. Item	Question
		Athletic
5	1	To what extent has Title IX affected the decision to conduct physical education classes on a coeducational basis except-during discussion on human sexuality and contact sports?
2	2	To what extent has Title IX affected female participation in physical education courses which used to be basically male courses?
2	3	To what extent does the curriculum guide

			reflect content, activities, and instructional methodologies to provide for interests and abilities of male and female students as a result of Title IX?
			To what extent do you feel that Title IX has affected:
	2	4	Increased female participation in sports which used to be basically a male sport?
	5	5	The number of female varsity teams in your school?
	2	6	Male and female athletes receiving equal recognition by the school for athletic participation.
	2	7	All athletic programs being conducted on a sex integrated basis unless the activity is a contact sport?
	2	8	Increased spending to provide equal athletic benefits to both male and female teams?
			Non-Academic
	2	9	The provision for student employment and job placement without regard to sex?
	2	10	Rules and regulations regarding student behavior being the same for both male and female students?

2	11	Rules and regulations concerning student appearance being the same for both male and female students?	
2	12	Punishments and penalties imposed for the violation of rules being the same for male and female students?	
2	13	All personal counseling services are provided in the same manner to male and female students?	

[a]There are too few females to effect the mode.

Table 2: Score Means on Physical Education-Athletics Scale for Principal Groups Classified by Personal and Demographic Characteristics

	N	Mean	S.D.	T	Prob.
Age					
40 and under	88	25.26[a]	6.58	0.36	0.72
41 and over	123	25.29	6.71		
Degree					
Below Specialist	140	25.47	6.95	-.05	0.96
Specialist and above	71	25.42	6.06		
Time on Present Job					
4 years or less	78	25.45	6.17	0.01	0.99
More than 4	133	25.46	6.94		
Type of District					
Unit	151	25.05	6.67		
High School	60	26.45	6.53	1.37	0.17
Setting					
Rural under 2,500	87	25.31	6.69	-.46	0.65
Town under 50,000	98	25.74	6.29		

Setting					
Rural	87	25.31	6.69	0.32	0.75
Urban over 50,000	23	24.78	8.32		
Setting					
Town	98	25.74	6.29	0.62	0.54
Urban	23	24.78	8.32		
Sex					
Female	6	30.33	6.91	1.83	0.06
Male	201	25.33	6.69		
Total[b]	211	25.45	6.65		

[a]maximum possible score is 40.

[b]Spearman-Brown reliability = .8

Table 3: Disagreement by Sex on the Effect of Title IX

	Female (N=6)	Male (N=201)
What has been the extent of the effect of Title IX upon male enrollments in vocational classes which used to be basically female?		
Mean	3.33	2.30
Scale category	some	little
Standard Deviation	1.03	0.79
Range	2-5	0-5
To what extent has Title IX effected balanced enrollment of male and female students in vocational education classes?		
Mean**	3.33	2.20
Scale category	some	little
Standard Deviation	0.63	0.84
Range	2-4	0-5
To what extent has Title IX effected the decision to conduct physical education classes on a coeducational basis except during discussion on human sexuality and contact sports?		

Mean*	4.83	3.80
Scale category	great	moderate
Standard Deviation	0.40	0.84
Range	2-4	0-5
To what extent has Title IX affected female participation in physical education courses which used to be basically male courses?		
Mean**	4.16	2.90
Scale category	moderate	some
Standard Deviation	0.75	1.30
Range	3-5	0-5
To what extent does the curriculum guide reflect content, activities, and instruction methodologies to provide for interests and activities of males and female students as a result of Title IX?		
Mean	4.00	2.74
Scale category	moderate	some
Standard Deviation	1.09	1.04
Range	3-5	1-5
<u>Athletic Factor</u>		
Mean	30.33	25.33
Scale category	moderate	some

	Standard Deviation	6.91	6.59
	Standard Error of Measurement	2.82	0.46
	Range	21-38	3-40
Non Academic			
	Mean	20.16	19.04
	Standard Deviation	3.97	5.02
	Range	16-25	3-30

* p less than .05; ** p less than .01